

Step 2: Program Review Guidelines

Institution in R7-2-604 through R7-2-604.02 refers to universities, colleges, school districts, professional organizations, charter schools, and regional training centers.

The Program Review consists of six (6) sections:

Section A: Program

Section B: Field Experience

Section C: Assessment

Section D: Internal/External Evaluations

Section E: Program Matrix

Section F: Technology Standards Matrix (pre-service teaching programs only)

Your institution must submit a response to each indicator in Sections A, B, C, and D.

Each response will be evaluated using the criteria “Evidence” or “No Evidence”.

Clarification of your response(s) may be requested by the reviewers.

Section E:

Your institution must provide evidence that each program’s coursework, assessment(s), and field experience(s) are closely aligned to state, if applicable, and national standards. Criteria will be evaluated using a 0-3 scale. The rating scale for the matrix is shown below.

Rating Scale for the Program Matrix

3	2	1	0
Provides overwhelming evidence of alignment with state and national standards. Program has all three required components (course work, student assessments and field experiences) linked to state and national standards.	Provides sufficient evidence of alignment with state and national standards. Program has two of three required components (course work, student assessments, and field experiences) linked to state and national standards.	Provides little evidence of alignment with state and national standards. Program has one of three required components (course work, student assessments, and field experiences) linked to state and national standards.	Provides no evidence of alignment with state and national standards. Program does not have the three required components (course work, student assessments, and field experiences) linked to state and national standards.

Please note: Each program must be aligned with the appropriate state, if applicable, and national standards as indicated below:

- Pre-service Elementary and Secondary Teacher Education – Arizona Professional Teaching Standards, INTASC, ISTE (NETS)
- Pre-service Special Education – Arizona Professional Teaching Standards, CEC, ISTE (NETS)
- Early Childhood Education – Arizona Professional Teaching Standards, NAEYC, ISTE (NETS)
- Administration – ISSLC
- School Counseling – CACREP
- School Psychology - NASP

Section F:

The Technology Standards Matrix is for pre-service teaching programs only.

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Section A: Program

R-7-2-604.01 (A)

Professional preparation institutions may include, but are not limited to, universities and colleges, school districts, professional institutions, private businesses, charter schools, and regional training centers. At a minimum, the professional preparation program shall include training in the standards described in R7-2-602 and R7-2-603, a capstone experience and alignment with national standards.

R7-2-604 Definitions:

R7-2-604(B)

“Board approved program” means a course of study that is approved by the Board and meets the states standards for early childhood, elementary, secondary and special education teachers, administrators, school guidance counselors, and school psychologists.

R7-2-604(J)

“Program” means a course of study and school-based experiences for preparing prekindergarten- grade12 teachers, administrators, school guidance counselors, and school psychologists. These courses and school-based experiences shall lead to a recommendation for an Arizona teaching, administrator, school guidance counselor, or school psychologist certificate.

R7-2-604(C)

“Capstone Experience” means a culminating professional experience in a prekindergarten – grade 12 setting.

This experience may include student teaching, administrative internships, counseling practicum and internships, and school psychology internships.

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.

Performance assessment is a comprehensive assessment system through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and dispositions, including their abilities to have positive effects on student learning.

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Section A: Program

At a minimum, a teacher preparation program shall include training in standards described in R-7-2-602 and a practicum, which provides students in the program opportunities to observe and practice the standards under the supervision of certified teachers.

The administrative program shall include training in the standards described in R7-2-603 and a practicum, which provides students in the program opportunities to observe and practice the standards under the supervision of certified administrators.

A-1

Program	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">What makes your program unique? Provide a program overview and philosophy.			

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A-2

Program	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">Identify the special population your program serves within Arizona, if applicable.			

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A-3

Program	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none"> Submit criteria designed to measure a candidate's qualifications and developmental readiness for entry into the program. 			
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A-4

Program	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">• Submit a course sequence for each program of study. Identify the <u>credit or clock hours</u> required for each course in the program.			
(Place course sequences in the appendix.)			
Additional Comments:			

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A-5

Program	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">• Submit all syllabi for each program requested for review. <i>Coursework objectives must be linked to state and national standards.</i> <p>(Place course syllabi directly behind the appropriate course sequence in the appendix)</p>			
Additional comments:			

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A-6

Program	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">• Submit documentation that the National Education Technology Standards for Teachers are incorporated in the program. Please be specific. <i>The link for the technology standards is located in the appendix.</i>			

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A-7

Program	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">• Submit a letter from the English Acquisition Unit at the Arizona Department of Education (OELAS) documenting approval of 6 semester hours of Structured English Immersion coursework or 90 clock hours of professional development (<i>documentation is required for all teacher and administrative professional preparation programs</i>). <p>(Place SEI letter(s) from OELAS in the appendix.)</p>			
Additional Comments:			

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A-8

Program	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">• Submit a course # and title for research-based systematic phonics (<i>required for all elementary education majors</i>).			
Additional Comments:			

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A-9

Program Matrix	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">Submit a program matrix that shows alignment between state and national standards and individual program coursework objectives, assessments and field experiences. Please indicate the national standards your program is aligned with. The program matrix is included in the application packet.			

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- Elementary Education/INTASC Standards/Arizona Professional Teaching Standards
<http://www.ccsso.org/content/pdfs/corestrd.pdf>
- Secondary Education/INTASC Standards/Arizona Professional Teaching Standards
<http://www.ccsso.org/content/pdfs/corestrd.pdf>
- Special Education/CEC Standards/Arizona Professional Teaching Standards
http://www.cec.sped.org/ps/perf_based_stds/knowledge_standards.html
- Early Childhood Education/NAYEC Standards/Arizona Professional Teaching Standards
http://www.naeyc.org/accreditation/performance_criteria/program_standards.html
- Guidance Counseling/CACREP Standards (Section II K and School Counseling Standards only)
<http://www.cacrep.org/2001Standards.html>
- School Psychologists/NASP Standards
<http://www.nasponline.org/certification/FinalStandards.pdf>
- Supervisor, Principal, or Superintendent/ISLLC Standards/Arizona Professional Administrator Standards
<http://www.ccsso.org/content/pdfs/isllcstd.pdf>
- National Educational Technology Standards (NETS)
<http://cnets.iste.org/currstands/cstands-netst.html>

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Section B: Field Experience

Definitions:

R7-2-604(D)

“Field experience means scheduled, directed experiences in PK-12 settings, which occur prior to the capstone experience and related to a certification program.”

R7-2-604(C)

“Capstone experience” means a culminating professional experience in a prekindergarten – grade 12 setting.

This experience may include student teaching, administrative internships, counseling practicum and internships, and school psychology internships

R7-2-604(L)

“Student teaching is a sustained, prescribed period of rigorous field-based experience performed under the supervision of a certified teacher and an institutional program supervisor. The student teaching placement must be appropriate for the certification that the applicant is seeking.”

B-1

Field Experience (Definitions)	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">• List and define the field experiences required prior to the capstone experience (e.g., internship, practicum, etc.).• List and define the roles of all participants in required field experiences prior to the capstone experience. (E.g. interns, apprentices, mentor teachers, etc.)• List and define the capstone experience. (e.g., student teaching, internship, practicum, etc.).• List and define the roles of all participants in the capstone experience. (e.g., interns, apprentices, cooperating teachers, institutional supervisors, etc.). <p>(We encourage you to create a flowchart to display this information.)</p>			

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B-2

Field Experience	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">Provide the definition of diversity used by your institution when placing candidates in field experiences.			

B-3

Field Experience	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">List your program's requirements that insure that candidates have diversity in field experience(s).			

B-4

Field Experience	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">Describe the process your institution uses to document that candidates are placed in diverse settings during field experiences (Title I Reports, School Report Cards, etc.). <p>(See Appendix A for Poverty Data)</p>			

B-5

Field Experience	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">List districts or charter schools in Arizona where you currently place candidates for the capstone experience.			

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B-6

Field Experience (hours)	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">Field experience(s) prior to capstone experience required for the program:<ul style="list-style-type: none">Identify the minimum number of field experience clock hours required.List courses where field experience occurs, including embedded experiences (course # and title).List the number of field experience clock hours required in each course. <p>(We encourage you to create a table to display this information.)</p>			

B-7

Field Experience (hours)	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">Capstone experience(s) required for the program:<ul style="list-style-type: none">Identify the total number of clock hours required in the capstone experience.State criteria for placement in multiple category settings such as cross-categorical special education, early childhood education, P.E., Art, and Music education.List course #(s), title(s), and credit hours for each capstone experience. <p>(We encourage you to create a table to display this information.)</p>			

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B-8

Field Experience	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">Describe the process your institution uses when placing candidates in field experience(s) prior to the capstone experience.Describe the process and criteria your institution uses for evaluating candidates in field experience(s) prior to the capstone experience (completed candidate evaluations will be required at the site visit). <p>(Place sample instrument(s) in the appendix.)</p>			

B-9

Field Experience	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">Describe the process your institution uses when placing candidates in the capstone experience, including criteria to evaluate and verify a candidate's qualifications for placement.Describe the process and criteria your institution uses for evaluating candidates during the capstone experience (completed candidate evaluations will be required at the site visit).Describe how the evaluation instrument is used to determine a candidate's success in the capstone experience.Describe the intervention/remediation process your institution uses if the candidate does not satisfactorily complete the capstone experience.Describe the process and criteria your institution uses to determine whether or not the intervention/ remediation process has been effective. <p>(Place sample instruments in the appendix. Teacher education students must be evaluated using an instrument that reflects the Arizona Professional Teacher Standards.)</p>			

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B-10

Field Experience	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">• Submit assessment data gathered from the evaluation instrument used during the capstone experience for the past three years. An analysis of data must be submitted.<ul style="list-style-type: none">○ Institutions submitting Step 2 of the approval process in 2010 must provide a plan for gathering and analyzing the data. Initial data and analysis of this data must be submitted in the annual report beginning April, 2011. <p>(We encourage you to create tables and graphs to display this information.)</p>			

B-11

Field Personnel	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">• Describe the process your institution uses for selection of field personnel (e.g., mentors, cooperating teachers, etc.).• List the minimum qualifications for field personnel (e.g., mentors, cooperating teacher, etc.).• Describe the process your institution uses for training of field personnel (e.g., mentors, cooperating teachers, etc.).• Describe the process and criteria your institution uses for evaluation of field personnel (e.g. mentors, cooperating teachers, etc.). Completed evaluations of field personnel will be required at the site visit. <p>(Place sample evaluation instrument(s) in the appendix.)</p>			

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B-12

Institutional Supervisors	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">• Describe the process your institution uses for selection of institution supervisors.• Describe the process your institution uses for training of institution supervisors.• Describe the process and criteria your institution uses for evaluation of institution supervisors. Completed evaluations of institution supervisors will be required at the site visit. <p>(Place sample evaluation instrument(s) in the appendix.)</p>			

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Section C: Assessment

The unit/program has an assessment plan for measuring a candidate's competency in coursework and field experience. This assessment plan must be continuous and ongoing. The assessment plan requires that the candidate demonstrate competency in literacy (reading and writing) and numeracy (math) skills, proficiency in oral and written language, competency in content knowledge, professional knowledge, and eligibility for certification. Evidence must be presented in this section that program faculty have used the information from the assessments for improvement of both candidate performance and program changes.

C-1

Assessment	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">Describe your institution's use of performance-based assessments.			

C-2

Assessment	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">Describe how your institution evaluates and verifies students' literacy and numeracy skills necessary for successful completion of an educator preparation program.Identify when this evaluation and verification occurs in your program.Describe the intervention/remediation process your institution uses if the candidate lacks these skills.Describe the process and criteria your institution uses to determine whether or not intervention/remediation process has been effective.Submit evaluation/verification data for the past three years.<ul style="list-style-type: none">Institutions submitting Step 2 of the approval process in 2010 must provide a plan for gathering and analyzing the data. Initial data and analysis of this data must be submitted in the annual report beginning spring 2011.			

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C-3

Assessment	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">• Describe how your institution evaluates and verifies students' oral and written language skills necessary for successful completion of an educator preparation program.• Identify when the evaluation and verification of oral and written language skills occurs in your program.• Describe the intervention/remediation process your institution uses if a candidate lacks oral and written language skills.• Describe the process and criteria your institution uses to determine whether or not the intervention/remediation process for oral and written language skills has been effective.• Submit oral and written language skills assessment data for the past three years.<ul style="list-style-type: none">○ Institutions submitting Step 2 of the approval process in 2010 must provide a plan for gathering and analyzing the data. Initial data and analysis of this data must be submitted in the annual report beginning spring 2011.			

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C-4

Assessment	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
			<ul style="list-style-type: none">• Describe the evaluation and verification process your institution uses for determining a candidate's competency in content knowledge.• Identify when the evaluation and verification of content knowledge occurs in your program.• Describe the intervention/remediation process your institution uses if a candidate lacks competency in the content knowledge s/he desires to teach.• Describe the process and criteria that your institution uses to determine whether or not the intervention/remediation process has been effective.• Identify when a candidate is required to pass the content knowledge portion of the Arizona Educator Proficiency Assessment (AEPA) in preservice teacher preparation programs only.• Submit content knowledge assessment data for the past three years.<ul style="list-style-type: none">○ Institutions submitting Step 2 of the program approval process in 2010 must provide a minimum of one year of data, including analysis of the data. Continued data, including analysis of the data, must be submitted in the annual report beginning spring 2011.

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C-5

Assessment	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">• Describe the evaluation and verification process your institution uses for determining a candidate's competency in professional knowledge.• Identify when the evaluation and verification of professional knowledge occurs in your program.• Describe the intervention/remediation process your institution uses if a candidate lacks competency in the professional knowledge s/he desires to teach.• Describe the process and criteria that your institution uses to determine whether or not the intervention/remediation process has been effective.• Identify when a candidate is required to pass the professional knowledge portion of the Arizona Educator Proficiency Assessment (AEPA) in preservice teacher preparation programs only.• Submit professional knowledge assessment data for the past three years.<ul style="list-style-type: none">○ Institutions submitting Step 2 of the program approval process in 2010 must provide a minimum of one year of data, including analysis of the data. Continued data, including analysis of the data, must be submitted in the annual report beginning spring 2011.			

C-6

Assessment	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">• Describe your institution's process for assessing professional dispositions of candidates.			

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C-7

Assessment	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">Identify when an administrative candidate is required to pass the Arizona Administrator Proficiency Assessment (Supervisor, Principal, or Superintendent).Submit a summary report of the competency data for the Arizona Administrator Proficiency Assessment (Supervisor, Principal, or Superintendent) for the past three years.<ul style="list-style-type: none">Institutions submitting Step 2 in 2010 must provide a minimum of one year of summary data. Continued summary data must be submitted in the annual report beginning spring 2011.			

C-8

Assessment	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">Describe how your program faculty uses information from assessments to improve candidate performance and facilitate program change. Cite a specific example.			

C-9

Assessment	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">Submit a description of the verification process your institution uses to determine a candidate's eligibility for certification (Institutional Recommendation).			

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C-10

Assessment	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none">Submit the name, title, and signature of one person at your institution who is responsible for verification and issuance of Institutional Recommendations. <p>(Submit an original signature in the appendix.)</p>			

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Section D: Internal and External Evaluations

Based on an analysis of internal and external evaluations, evidence must be presented in this section that your program faculty used these findings to facilitate program change. Cite specific examples.

- Internal evaluations: student evaluations, faculty evaluations, supervisory evaluations, internal surveys, alumni surveys, internal audits, graduate surveys, etc.
- External evaluations: NCA, Arizona Board of Regents, Professional Institutions, school district evaluations, employer evaluations, etc.

D-1

Internal / External Evaluations	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">• Define the process by which your institution/program regularly monitors and evaluates the operation, scope, and the quality of its programs and faculty.			

D-2

Internal / External Evaluations	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">• Provide a summary of data from internal and external evaluations. Provide specific examples of program changes made based on analysis of the data from internal and/or external evaluations.			

D-3

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Follow-up Data on the Graduates	Evidence	No Evidence	Clarification Questions and/or Comments <i>(for evaluator use only)</i>
<ul style="list-style-type: none">• Submit 3 years of data monitoring program graduates including<ul style="list-style-type: none">○ Retention (3+ years in the profession)○ Success (as defined by the employer)○ Number of candidates who were issued an Arizona Provisional Teaching certificate○ Number of graduates who progressed to a standard teaching certificate within three years of entry into the profession (provisional to a standard) <p>(Programs should provide a plan for gathering this data if it is not already collected.)</p>			

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Program Evaluator Use Only

Are the data presented in the Program Review and the Program Matrix consistent?

Are the data presented in the Preliminary Review Guidelines and the Program Review consistent?